Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here
Grant period:	October 1, 2014, to August 31, 2016	Place date stamp here
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson; techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Spring Branch Independent School District	101-920	Northbrook High School / 101-920-005; Westchester Academy of International Studies / 101-920-014	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6001379	4	7 and 18	073901662

Mailing address	City	State	ZIP Code
955 Campbell Road	Houston	TX	77024-2803

Primary Contact

First name	M.I.	Last name	Title
Julie	K	Hodson	Director, Grants

Telephone #	Email address	FAX #
713-251-2274	Julie.hodson@springbranchisd.com	713-251-2274

Secondary Contact

First name	M.I.	Last name	Title
Sheridan		Alford	Director, Educational Tech

Telephone #	Email address	FAX #
713-251-2329	Sheridan.alford@springbranchisd.com	713-251-2329

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Duncan	F	Klussmann	Superintendent of Schools

Telephone #	Email address	FAX #
713-464-1511	Duncan.klussmann@springbranchisd.com	713-251-2215

Signature (blue ink preferred)	Date signed
	5/8/14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)		

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances		
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3		D
#		Grand Total
2.	S	
3.	S	
4.	S	
5.	S	
6.	T	
7.	I	
8.	T	

Not Applicable

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Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 101-920		Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Not Applicable

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Spring Branch Independent School District (SBISD) students are working in digital environments where teaching and learning occurs 24/7 and in large part is dependent on access to a device and the Internet. The flipped classroom is a form of blended learning in which students learn online at least part of the time while attending a brick-and-mortar school. Either at home or during a homework period at school, students view lessons and lectures online. Time in the classroom, previously reserved for teacher instruction, is spent on what we used to call homework, with teacher assistance as needed. Moving the delivery of basic content instruction online gives students the opportunity to hit rewind and view again a section they don't understand or fast-forward through material they have already mastered. Students decide what to watch and when, which, theoretically at least, gives them greater ownership over their learning. Some have suggested that the flipped-classroom approach may only work in upper-income, suburban schools. If low-income students lack access to computers at home or to reliable Internet access, flipping may be a nonstarter in some schools. If students can't benefit from online instruction at home, then they need to receive instruction in the classroom or risk falling behind.

With grant funds, Spring Branch will expand technology lending programs at two of the district's neediest high schools. The TLPG Steering Committee selected campuses due to their high percentages of economically disadvantaged students, the percentage of their students without access to devices in core foundation courses and principal support of the program. Other considerations were teacher readiness and commitment to this project and the maturity and mobility of students. As a result, students in grades 11 and 12 in selected classes will check out devices and CLEAR modems (provided at no cost to the student by the District) to improve their academic success in Advanced Mathematics classes, AP English IV, and Government, a Social Studies course. The district is unable to provide these students with devices through IMA or other funding. The district's IMA fund balance is $2.59 million of which every penny is earmarked for the K-12 science adoption and other related instructional materials along with over $800,000 from next year's allotment.

The grant program will involve 11th and 12th grade students to support SBISD's single district T-2-4 goal. That goal is to double the number of students completing a technical certificate, military training, two-year degree or four-year degree. The TLPG will prepare students for post-secondary studies. Students will learn to access and submit assignments in digital learning environments. This program will engage teachers of Mathematics, English, and Social Studies who have been trained to flip learning and to teach in a digital learning environment. Their students will access the curriculum and submit assignments by logging into a learning management system.

Ed Tech Staff provided professional learning for teachers in the use of electronic instructional materials and in creating blended learning environments during the summer of 2013. Ed Tech staff continued support during the 2013-14 school year. Teachers will continue professional learning in the summer of 2014. Ed Tech staff will continue professional learning and support throughout the grant program period. To guarantee residential as well as in-class access, librarians will issue program students who do not have residential access (computer and/or residential Internet) a Chromebook and/or a modem (provided by the District) based upon the individual needs of students. Participating students and parents will attend a training before signing documents and checking out the device. Students will keep the device for the duration of the course. Students and parents will sign an agreement that explains reasonable care and safekeeping of the device and what to do in the case the device is lost or stolen. If the device is lost or broken as a result of negligence, the following charges will apply: lost or stolen - $325; lost charger - $50; cracked screen - $325; lost or damaged case - $25. Librarians will collect a user fee of $25/device/year unless students have qualified for free (as opposed to reduced) lunch in which case the district will waive the user fee. The Ed Tech Director will use fees to replace lost and/or stolen devices and devices with broken screens as soon as possible to avoid any delays incurred while librarians are collecting fees charged for lost, stolen or broken devices.

This program will add to the existing number of classroom devices, which is eight per classroom. However, the eight classroom devices are not available for checkout purposes. Additionally, this program will enhance the existing technology checkout program in the libraries of participating campuses. Grant program students will be allowed to keep their devices for the duration of the course leaving the equipment and, modems dedicated for checkout purposes

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

for other students to use. The district also has a BYOD (Bring Your Own Device) policy that allows students to bring/use their own devices in the classroom for instructional purposes. The district has also established a guest access for students who bring their own devices to school. In this program, librarians will lend Chromebooks and modems to the neediest students of teachers who flip and blend the learning in their classrooms giving those students access to devices and the Internet both at home and at school. The district's plan is to spend 100% of the awarded funds within the first two months of the grant program period to ensure immediate full program implementation and give home as well as in-class access to participating students. The vendor will etch the Chromebooks with the a district phone number and address to which they can be returned if lost or stolen. This will help mitigate the risk of the lending program. Educational Technology Department Staff will collect anecdotal data from teachers, students, librarians and technicians regarding the technology lending program along with quantitative data.

Milestones: SBISD's Educational Technology Department staff provided professional learning on flipped/blended classrooms starting in the summer of 2013. They selected the core subject area teachers in the highest needs schools as grant program participants. They will continue to support teachers through the life of the grant program and thereafter. Additional milestones include:

- Needs assessment results—Participating teachers will survey their students to assess who needs to check out Chromebooks and modems.
- Establishment of a baseline number of discipline referrals and days absent for participating students.
- Post deployment survey to measure effectiveness of deployment training on both the devices and the process for collecting user's fees and assigning devices

Program Evaluation and Critical Measures:
Ed Tech Staff will evaluate the program by looking at the following data to measure classroom performance:

- The distribution of the Chromebooks and the modems to students of need in flipped/blended learning classrooms
- The Increase or decrease of student engagement as measured by:
  - Discipline referrals
  - Absenteeism
  - Class preparedness
  - Student achievement (program-specific affective survey)
  - College readiness (program-specific affective survey)

Ed Tech staff will evaluate the program by looking at the following data to measure the success of the technology lending process and program:

- Training effectiveness for students/parents
- Process for assigning the Chromebooks and the modems
- Numbers of students previously without access to a device or the Internet while in class and at home

To plan for program expansion within the district, Ed Tech staff will review:
- The number of students still without devices or Internet service in flipped/blended classrooms.
- The number of devices returned without damage
- The number of devices that were damaged and the types of damage that were repaired.
- The number of lost/stolen devices.

The Director of Technology will include all collected survey data and data regarding the assignment of Chromebooks and modems in the TEA reports that are required throughout the grant program period. Educational Technology staff will administer surveys to coordinate with the following report deadlines, which are: April 15, 2015, October 15, 2015, April 15, 2016 and September 30, 2016.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101-920				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	
Schedule #9	Supplies and Materials (6300)	6300	$98,335	$0	$98,335	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
Total direct costs:			$98,335	$0	$98,335	
1.712% indirect costs (see note):			N/A	$1,665	$1,665	
Grand total of budgeted costs (add all entries in each column):			**$98,225**	**$0**	**$100,000**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-920	Amendment # (for amendments only):	

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land	$	
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	
	Specify purpose:		
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	

Professional Services, Contracted Services, or Subgrants Less Than $10,000			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000		
Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services	$
	Contractor's supplies and materials	$
	Contractor's other operating costs	$
	Contractor's capital outlay (allowable for subgrants only)	$
	Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)		
County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
6	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
7	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
8	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$
	(Sum of lines a, b, c, and d) Grand total	$ 0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-920	Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:		Grant Amount Budgeted
	☐ Print shop fees	☐ Technology-related supplies	$
	☐ Postage	☐ Other:	
	☐ Copy paper	☐ Other:	

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	Chromebook	Student use	277	$325	
	2				$	
	3				$	$90,025
	4				$	
	5				$	

6399	Technology software—Not capitalized - Internet filter for at home use, $30 ea.	$ 8,310
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$ 0
	Grand total:	$98,335

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):		
Expense Item Description			**Grant Amount Budgeted**	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:		$	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:		$	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:		$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:		$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:		$	
6429	Actual losses that could have been covered by permissible insurance		$	
6490	Indemnification compensation for loss or damage		$	
6490	Advisory council/committee travel or other expenses		$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:		$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:		$	
	Subtotal other operating costs requiring specific approval:		$	
	Remaining 6400—Other operating costs that do not require specific approval:		$	
		Grand total:	**$ 0**	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101-920			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	**$ 0**	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-920 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	15	N/A	Attendance rate	92.9% - NHS; 96.7% - WAIS
Hispanic	251	N/A	Annual dropout rate (Gr 9-12)	1.8% - NHS; 0% - WAIS
White	9	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	2	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	277	100%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	20	DNA	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

The numbers reported in Parts 1 and 2 of this schedule are **estimates** based on the current class loads of the teachers that have been selected for this project. At NHS, the selected grant teachers are Brandon Hesse (AP English IV) and Chelsea Deutsch (Academic Government, a Social Studies Course). At WAIS, they are Alberto Halos (AP Statistics, IB Math Standard and Higher) and Anthony Carandang (Advanced Quantitative Reasoning and IB Pre-Calculus).

Per 2011-2012 AEIS data, NHS had 2,013 students: 95 AA, 1,784 H, 70 W, 24 A, 1,776 Economically Disadvantaged, 403 LEP, 82 Disciplinary Placements, 92.9% - Attendance Rate, 1.8% Annual Dropout rate (Gr 9-12)

Per 2011-2012 AEIS data, WAIS had 977 students: 40 AA, 555 H, 254 W, 63 A, 544 Economically Disadvantaged; 55 LEP; 8 Disciplinary Placements; 96.7% - Attendance Rate; 0% Annual Dropout rate (Gr 9-12)

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	86	191	277
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	0	0	0	0	**86**	**191**	**277**

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SBISD's 2007 Bond Program provided technology in classrooms. In preparation for this occurrence, the district prepared and implemented professional learning sessions on creating digital curriculum, using Web 2.0 tools, Google Apps for Education, social media, iOS Apps, etc. through the lens of learning. To leverage the devices put in the classrooms, the district adopted a BYOD (Bring Your Own Device) policy that allows students to bring their personal devices to school. With the BYOD policy and other collaborative initiatives, SBISD is getting closer to technology equity in the classroom. Additionally, the District has purchased access to a learning management system for junior and senior level students. The learning management system further supports teachers moving from print to digital resources with online curriculum, assignments, and submission of assignments. This type of instruction supports the district's T-2-4 Goal of doubling the number of students completing a technical certificate, military training, two-year degree or four-year degree.

Three barriers to equity still exist. First, not all students have access to computing devices outside of school. Second, significant numbers of students still lack access to the Internet at home. Third, some students' data packages are not large enough to handle the constant use of a learning management system. Loaning Chromebooks and modems to students to overcome these barriers will give junior and senior level students in rigorous flipped/blended learning environments practice in accessing instructional materials and submitting assignments online using a learning management system. These practices are common at most colleges. By introducing them to high school students now, SBISD is better preparing them for immediate success in college and other academic settings.

The Director of Ed Tech will expand existing technology lending programs at Northbrook High School (NHS) and Westchester Academy of International Studies (WAIS). These are two of the high schools with the highest percentages of economically disadvantaged students. NHS has 84% or 1810 economically disadvantaged students. WAIS has 58% or 557 in the same category. Their current technology lending programs consist respectively of 3 netbooks and 10 CLEAR modems that are available to over 2,000 students and 3 netbooks and 22 CLEAR modems that are available to around 1,000 students. Typically students can check out devices and modems overnight or for the weekend. Surveys show that 15.1% of the student population district-wide are without access to a computer, and/or no internet connection and/or dial-up service at home (SBISD Student Survey 2010-11). The percentage is much higher at campuses like NHS and WAIS with high numbers of economically disadvantaged students. The current technology lending programs are grossly inadequate to meet the needs of students at NHS and WAIS, particularly for those students enrolled in rigorous flipped/blended courses. For these reasons, we determined that Northbrook and Westchester have the greatest need for on-demand student access to online digital content during the instructional day and at home.

For the 2014-15 school year, Northbrook, Westchester, and the district have planned and committed funds for students to use technology in all or some of these ways:
- stay informed on campus events and activities using the School Info app,
- integrate digital writing and implement Turnitin to prevent plagiarism,
- integrate digital online science resources (Glencoe Cinch and Pearson) adopted for secondary science
- integrate digital products using Glogster EDU, Stupeflix Studio, GoAnimate
- integrate Google Apps for Education to collaborate and create
- use open educational resources such as pHet simulations, Edmodo, Facebook, Twitter, etc.
- teach and learn in digital environments

The district embraces and supports flipped/ blended learning with the natural outgrowth being differentiated instruction and stronger teacher-to-student and student-to-student relationships.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Economically Disadvantaged juniors and seniors in rigorous academic courses lacking access to the same resources as their more affluent classmates.	Educational Technology staff will create a survey for flipped/blended learning classroom teachers at high needs campuses to identify their junior and senior students lacking personal computing devices and Internet access from home.
2.	Students at **Northbrook High School** participating in flipped/blended classrooms and working in digital learning environments that **do not have access to a computer and the Internet** at school and from home.	Because these students are working in digital learning environments at the high school campus with the highest percentage of economically disadvantaged students, the technology lending program will serve these students first before lending to other students. Through the grant program, librarians will issue students Chromebooks and/or modems to carry to/from school to access the learning management system for instructional materials and to submit assignments.
3.	Students at **Westchester High School** participating in flipped/blended classrooms and working in digital learning environments that **do not have access to the Internet** from home.	Because these students are working in digital learning environments at one of the highest needs campuses in the district, the technology lending program will serve these students. Through the grant program, librarians will issue students Chromebooks and/or modems to carry to/from school to access the learning management system for instructional materials and to submit assignments. Technicians will provide technical support for the devices.
4.	Need to develop student responsibility and ownership for learning.	Students will be responsible for their Chromebooks and/or modems for a semester or an entire year, instead of the current practice of overnight or weekend check out. The district will fund the cost of the modems as well as the monthly access rate. Students will login to the learning management system to access homework and instructional materials in general, submit assignments, and to work in Google Apps.
5.	Need to prepare students for their post-secondary academic learning experiences	Students will use a learning management system to access instructional materials and submit assignments online. These practices are common at most colleges.

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	Schedule #14—Management Plan		

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Educational Technology Director	M.Ed Curriculum & Instruction. District and campus level administrative experience. Project Manager on T3 and Vision 2020 grants. Create and implement professional learning on educational technology K-12.
2.	Educational Technology Facilitator	M.Ed Curriculum & Instruction. District and campus level administrative experience. Project Manager for distribution of classroom devices. Creates and implements professional learning on educational technology K-12.
3.	Campus Librarians	M.Ed Library Science. Have converted the campus library from a traditional library to a "Learning Commons" where multimedia and technology resources are the focus. The Learning Commons is the hub of campus technology.
4.	Campus Technicians	Technicians are trained on troubleshooting and supporting the Chromebooks and Google Apps for Education suite of tools, and Canvas by Instructure learning management system.
5.	Technology Services CLEAR Rep	Trained in setting up CLEAR accounts and supporting the CLEAR devices.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Prepare to provide equitable access to students.	1.	Order devices	10/01/2014	10/01/2014
		2.	Inventory and join them to the district wifi	10/15/2014	10/17/2014
		3.	Set up CLEAR accounts for the lending program.	10/15/2014	10/17/2014
		4.	Market TLPG to students and parents	10/01/2014	10/26/1024
		5.	Devise alternative payment plans, in case needed	10/01/2014	10/26/1024
2.	Provide equitable access to students.	1.	Train participants (parents/students), sign paperwork	10/27/2014	10/31/2014
		2.	Collect user's fees, distribute devices,	10/27/2014	10/31/2014
		3.	Collect baseline data.	10/27/2014	10/31/2014
		4.	Collect check out data from librarian.	10/27/2014	10/31/2014
		5.			
3.	Monitor and adjust program to meet the needs of participants.	1.	Survey students every semester	01/06/2015	08/31/2016
		2.	Survey teachers every semester	01/06/2015	08/31/2016
		3.	Collect home usage data via CLEAR accounts.	01/06/2015	08/31/2016
		4.	Collect data from the KACE ticket system.	01/06/2015	08/31/2016
		5.			
4.	Recommend replication of this TLP at the other 4 high schools	1.	Finalize data, usage reports.	06/01/2016	08/31/2016
		2.	Determine effectiveness of program.	06/01/2016	08/31/2016
		3.	Conduct needs assessment at other high schools	06/01/2016	08/31/2016
		4.	Determine funding amount and source(s).	06/01/2016	08/31/2016
		5.	Prepare and present findings.	08/31/2016	09/30/2016
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ed. Tech staff currently use Google Forms and Survey Monkey to monitor the attainment of goals and objectives related to grant programs and district initiatives. They survey, review, revise, re-implement, and then re-evaluate for continued support and attainment of goals and objectives. They communicate changes to administrative staff, teachers, students, parents, and community members using a variety of tools including web sites, social media, face to face meetings, etc. Additionally, librarians and technicians track hardware using FAS inventory tags and the library checkout system. Staff tracks all trouble tickets related to hardware/software tickets through KACE. To monitor the grant program, they will collect data each semester from teachers, the librarian, the CLEAR account representative, and the KACE ticket system (hardware/software help desk). Teachers will ask students to complete a survey at the end of each semester to evaluate the grant program and critical measures. Ed Tech staff will collect baseline data from all grant program participants focusing primarily on need, expectations, potential barriers and basic demographic information using Google Forms to determine who is served first. They plan to collect this data and then invite students and parents of participating teachers to a training after which they will ask parent and students to sign agreements. The librarians will follow up by collecting and filing all signed agreements. Once the agreement is on file and the user fee is paid, the librarian will checkout the Chromebooks and the modems.

Monthly conference call/online meeting will occur between the Ed. Tech Director and the campus technicians and librarians to review the data and discuss possible refinements/alterations to the program. If refinements/alterations need to be made, the Ed. Tech Director will determine the changes and will develop a plan to inform all participants in a timely manner. Educational Technology staff will review the collected data with the NHS and WAIS librarians and teachers to assess the grant program and adjust as needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of Spring Branch's T-2-4 Plan is to double the number of students completing a technical certificate, military training, two-year degree or four-year degree. Focused and committed to T-2-4, Ed. Tech. staff created and implemented professional learning around flipped/blended learning in digital environments. Additionally, starting in 2011, SBISD contracted with November Learning, a company whose mission is "to empower educators to expand their own boundaries of what is possible," to have its consultants work with campus-level staff to become models for showcasing global learning, seamless integration of technology and alternative forms of assessment. Through these models, staff and students deepen their own levels of information literacy. Students increase their ownership of learning. The November Learning initiative (District initiative) which began in the summer of 2011 focuses on changing the culture of learning by engaging and empowering students with dynamic classroom activities. Campus leadership, staff, and students have begun examining the role of technology as a powerful tool for collaborating and competing in an interconnected world.

SBISD's Flipped/Blended Connected Learning Network began in the summer of 2013. It focuses on changing classroom practices to differentiate instruction thereby developing better teacher-student relationships. It moves curriculum from print to digital and makes all instructional materials and assignments accessible 24/7 to students and parents. It gives teachers time in class with students to go deeper with critical thinking and problem solving. For the first time, students are working in a learning management system similar to that which is used at colleges and universities. Being introduced to the concept of accessing class materials online and submitting assignments online is one more factor leading to success in post-secondary learning. The success of this initiative is largely dependent on students having access to the digital learning environment at school and at home. SBISD's TLPG will prepare students for post-secondary studies.

Schedule #15—Project Evaluation	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

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Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Meetings with teachers	1.	Teachers feel supported and that the program is working.
		2.	Teachers report zero procedural barriers.
		3.	Teachers report high student engagement.
2.	Student surveys	1.	Student report that there are not any barriers to checking out devices
		2.	Students report that there are not any barriers to Internet access
		3.	Students report a higher level of confidence in their college readiness
3.	CLEAR home usage report	1.	Evidence of an increase in home usage on report
		2.	Evidence of consistent home use
		3.	No reports of barriers for home use or barriers resolved quickly
4.	KACE tickets	1.	Zero or low number of lost devices
		2.	Zero or low number of stolen devices
		3.	Zero or low number of damaged devices
5.	Canvas Usage Reports	1.	Evidence of a high level use of Canvas in participating classrooms
		2.	Evidence of consistent usage of Canvas throughout each semester
		3.	No evidence of barriers inhibiting the use of Canvas

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educational Technology Staff and program teachers will use the data from Part 1 to monitor the program to ensure the attainment of their goals and objectives. They will collect surveys and data on a semester basis for progress reporting to TEA. Based on the data and survey results, they will make adjustments immediately building a stronger, more efficient technology lending program.

Initially, they will collect baseline data (using Google Forms) from all participants (teachers, students, and parents) focusing primarily on perceived need, the collection of participant information, and to follow up on device training. The campus librarian will use Destiny, an asset manager, to manage the distribution of the Chromebooks and the modems. They will collect periodic data to assess program effectiveness and immediately refine the process building a stronger, more efficient technology lending program:

- Education Technology staff will conduct face-to-face and/or online meetings with flipped/blended learning teacher participants each semester to reflect on teacher practices, reflect on the device distribution process, discuss planned practices and assist teachers and students with additional training as needed.
- Teachers will survey students every semester (December 15 and May 15) to assess available access/barriers to devices and Internet to date, ability to complete/participate in classroom assignments, and ease of the lending process.
- Campus librarians will use Destiny, an asset manager, to track device distribution as well as the number of students who were not able to access a device to check out for the duration of the semester.
- CLEAR account representative will collect home usage data via CLEAR statistics monthly.
- Ed Tech staff will collect data from the KACE ticket system monthly to monitor lost/stolen devices and damaged devices.
- Ed Tech staff will create Canvas usage reports to review allocation of devices.

Mid-May 2016, Ed Tech staff will send a final survey of all participants-teachers, students, and parents to collect final data on actual need, access/barriers, usage, and overall program effectiveness. This and all other data collected during the duration of the grant cycle will be used to develop a plan and make a recommendation to replicate the technology lending program created at these two campuses at the other four high school campuses.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant program will expand existing technology lending programs at two of the district's neediest high school campuses to give access at home. This will give junior and senior level students in flipped/blended learning environments practice in accessing instructional materials online and submitting assignments online using a learning management system. These practices are common at most colleges. By introducing these practices to high schools juniors and seniors now, SBISD is better preparing them for success in college and a variety of other academic settings.

SBISD will be expanding an existing technology lending program. SBISD librarians currently check out equipment (netbook and/or modems) to students in digital learning environments so that they can access electronic instructional materials at home. Because of the extensive need for home access, the current technology lending programs at each of these campuses, NHS and WAIS, is limited to overnight checkout with the three-night checkout over the weekend. The overnight checkout process does not meet the needs of students in flipped/blended learning classrooms because of the need to access the learning management system during the day and at home.

The need for access is far greater than the capacity in SBISD's current system because of the high number of economically disadvantaged students without home access to devices and/or the Internet. The current technology lending program at NHS consists of 10 netbooks and 10 CLEAR modems that are available to over 2,000 students typically for overnight only. With over 84% (1,810) of the student population classified as economically disadvantaged (2012-13 TAPR), the current technology lending program and practices are not meeting the needs of NHS students.

The current technology lending program at Westchester Academy of International Studies (WAIS) consists of 3 netbooks and 22 CLEAR modems that are available to approximately 1,000 students typically for overnight only. With over 58% (557) of the student population economically disadvantaged (2012-13 TAPR), the current lending program is grossly inadequate to meet the needs of students at NHS and WAIS, particularly those students enrolled in flipped/blended courses.

The Educational Technology Director will use grant program funds to purchase Chromebooks. The flipped/blended learning teachers of rigorous courses such as Advanced Mathematics, English IV and Government (a Social Studies course) will survey juniors and seniors of their need for devices and/or modems. The teachers' rosters will provide a list of the students by last and first names, student identification numbers and their needs. The librarians will check out the Chromebooks and/or modems to program students for the duration of the course (semester or year) from the Learning Commons. The campus technician will supply technical support for all program students.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district rarely uses, if ever, IMA funds to purchase hardware. Senior Staff reserved those funds for instructional materials, bulbs, batteries, and software. The district spent a portion of the 2007 bond program dollars on educational technology for students and teachers. Each core content classroom grades K-12 received an interactive whiteboard, projector, and learner response systems. Each classroom including PK-K and all electives, received classroom based devices. The classroom based technology became known as the Spring Branch ISD 21st Century Learning initiative.

The Spring Branch ISD 21st Century Learning Initiative (technology portion of the bond dollars) is the professional development plan that drives and supports the Classroom-Based Technology Project. The Classroom-Based Technology Project places devices for student use into all Spring Branch classrooms Pre-K through 12th grade. Classrooms received, depending on their plan, a combination of iPod Touches, iPads, netbooks, or Macbooks. Each secondary classroom received 8 devices to be used as outlined in their 21st Century Learning Initiative. The project began with the test deployment phase in the fall of 2010 and continued throughout the 2011-2012 school year. Every classroom in the district has received devices. Built into the project is a replacement cycle for all devices. Every classroom will receive updated devices before the end of the project in 2017. To ensure equity during the instructional day, the classroom based devices are not checked out to students.

Through the same bond program, the district transformed the campus libraries into Learning Commons with an emphasis on technology tools and resources. The district provided each library approximately 24 Macbooks, 30 netbooks, and 7 N-Computing stations. The librarians received several hours of professional learning around their new environments and responsibilities, and quickly began changing practices.

It is through the Learning Commons that SBISD's current technology lending programs exist. Librarians check out dedicated netbooks and modems to students on a first come first served basis. But again, to ensure equity during the instructional day, these devices must be returned every morning to the librarian who flips them to devices for student use during the day. The modems are for overnight use only as well.

The grant program will provide access to students in flipped/blended learning classrooms to a Chromebook and a modem for the duration of the course. The existing technology program will continue and actually serve a larger audience than before because the students in the flipped/blended learning classrooms will now have a device and modem they can use at home and at school. Other students will be able to check out devices previously checked out by the grant funded program students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Spring Branch Plan 2012-2017 calls on the Spring Branch Community to work together to double the number of students who successfully complete some form of higher education. Known as Spring Branch T-2-4, the District aims for every SBISD graduate to successfully complete a technical certification or military training, a 2-year degree, or 4-year degree. Staying focused and committed to the Spring Branch Plan, Educational Technology staff created and implemented professional learning around flipped/blended learning in digital environments. Teachers in the Flipped/Blended Learning Initiative also received access to a robust learning management system where students access, instructional materials, and submit assignments in the classroom or from home. The students in their classrooms need access 24/7. The technology lending program will provide that access thereby supporting the T-2-4 goal.

Librarians will check out Chromebooks to the identified students in the flipped/blended learning classrooms where Mathematics, English, and Social Studies are taught to junior and senior level students. The flipped/blended learning teachers will serve as model classrooms for teaching and learning in a digital environment. Their students must have access to technology both during and after instructional time to continue learning and complete/submit assignments.

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TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Steering Committee based the district's need on the district initiative to engage and empower students in their learning. Students of flipped/blended learning teachers will benefit from having access to a device not only during school hours but also after hours to continue learning beyond the school day. There are students who do not have access to technology devices to bring with them to class and/or access to technology at home. The success of SBISD's T-2-4 goal and the flipped/blended learning initiative is dependent on devices in the hands of the students 24/7.

SBISD has a "bring your own device" (BYOD) program. Many students do bring devices to school. They range from smartphones to full size laptops. While in school, they use their own devices but not their personal data plans because they access the district's wifi. However, when they go home, they are on their own data plan which is often very limited. Most do not use their personal data plans for school work. Access to instructional materials and productivity in the classroom often requires a device other than the smartphone in order to be able to access, contribute to, and create using their Google Apps account. Additionally, any online materials adopted from open educational resources in these subject areas, Turnitin, and the library databases such as ABC CLIO are not accessible on iOS devices.

By design, students without Internet access at home and participating in a flipped/blended learning classroom program will be given priority in the technology lending program at NHS and WAIS.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.Ed

Educational Technology staff has already trained the teachers participating in this grant program on the strategies of flipped/blended learning. The teachers currently create their own content, design their own assessments, and create the expectation for their students to participate in their classroom and from home using technology.

A common, simple definition of flipped learning is "schoolwork at home and homework at school," Flipped Learning is an approach that allows teachers to implement various methodologies in their classrooms. Many teachers already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in flipped Learning, teachers must incorporate the following four pillars into their practice—practices in place and supported in SBISD:

- Flexible Environments—allows for a variety of learning models by creating flexible spaces in which students choose when and where they learn.
- Learning Culture— teachers deliberately shift instruction to a learner-centered approach where in-class time is dedicated to exploring topics in greater depth and students are actively constructing knowledge
- Intentional Content—is used to maximize classroom time in order to adopt methods of student-centered and active learning strategies
- Professional Educators—are continually observing students and providing them with feedback relevant in the moment. These educators are reflective, connect and collaborate with each other.

Flipped and blended classrooms require access to technology both in class and at home. SBISD installed devices in every classroom and have created the BYOD policy to increase access in the classroom. The technology lending program will take these two initiatives (classroom based devices and BYOD) to the next level.

The technology lending grant program aligns with current curriculum, instruction, and classroom management policies and practices in participating campuses. Flipped/blended learning practices, classroom based devices, BYOD, and a technology lending program are already active in the district.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many believe blended learning is an innovation that will disrupt educational practices. Flipping a classroom is also an innovative practice that can change the classroom experience for students and enable teachers to have more meaningful conversations with students--edging toward a differentiated and personalized learning environment.

The flipped classroom is a form of blended learning in which students learn online at least part of the time while attending a brick-and-mortar school. Either at home or during a homework period at school, students view lessons and lectures online. Time in the classroom, previously reserved for teacher instruction, is spent on what was called homework, with teacher assistance as needed. Moving the delivery of basic content instruction online gives students the opportunity to hit rewind and view again a section they don't understand or fast-forward through material they have already mastered. Students decide what to watch and when, which, theoretically at least, gives them greater ownership over their learning.

New roles for teachers require even more autonomy in the classroom to create their own instructional materials within the framework of the district expectations. Flipped/blended learning teachers do just that. They align all instructional resources to the District framework. Their teacher created curriculum comes from a variety of resources some of which are:

- TED Ed
- YouTube
- Teaching Channel
- Open Educational Resources
- PhET
- HippoCampus
- Online textbooks
- Online Databases
- Personal Learning Network
- Online assessments through Eduphoria

In addition to all of the above resources, teachers at NHS and WAIS are creating their own videos, tutorials, etc, in Camtasia for viewing in Canvas. These teachers blend together a variety of materials using Camtasia and make it available in a robust learning management system.

While decisions about what and how we want students to learn are best made by professionals within the local school system, both administrators and teachers must be clear about the purpose and focus of decision making. Teachers can and should be trusted to make decisions that are based upon the individual needs of learners in the classroom. This is made possible when flipping and blending the learning. Teacher created curriculum within the District framework does not allow for overreliance on outdated printed instructional materials. Teachers are actively engaged in teaching their content rather than relying on publisher textbooks. This approach encourages teachers to make instructional decisions for each student thus personalizing the learning experience.

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has been engaging teachers in digital learning environments and in the creation of digital instructional materials through professional learning since 2011. The sessions that all teachers have completed since 2010 include: Creating interactive curriculum in Inspire; Google Apps for Education suite of tools for teaching and learning; Creating and sharing a classroom Diigo; Blending learning using Edmodo; Creating instructional videos using JingProject and CamtasiaProblem/Challenge/Project based learning, and Use of Online Databases. Online professional learning included 11 Tools (web 2.0; tools). Between 2010 and 2012, all teachers received F2F (Face to Face) device training. Teachers selected to be grant program teachers have also received professional learning over: Flipped learning; Flipped mastery; Blending learning; Project based learning; Differentiated instruction; Camtasia; TED Ed/YouTube; Canvas by Instruction learning management system and Turnitin.com. Educational Technology staff will continue to support this group of teachers who are moving from print to digital with their instructional materials, submission of assignments, and the changing of class time practices with students. Teachers are also grading online, holding online office hours and providing feedback to students, as well as communicating with parents online. Educational Technology staff will continue to deliver professional learning using the general fund. District staff will not use these grant program funds for professional learning and support for grant program teachers.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure accessibility for all students during the instructional day, Spring Branch ISD provides wireless connectivity to all campuses and buildings through a centrally managed 802.11 ABGN wireless network. Additionally, the district recently upgraded the district Internet connection to 1 GB. Students have no issue jumping onto the Wi-Fi using either a District or personal device.

The District's infrastructure is adequate to support online teaching and learning for both the BYOD initiative and the classroom based devices. Adding approximately 300 grant program devices will not negatively impact the District's infrastructure.

The mission statement for Technology Services states: "Technology Services provides service and support to schools and offices in Spring Branch ISD in the acquisition and use of technology to:

- enhance performance,
- ensure the availability of information for users,
- provide timely and accurate information about students, and
- support services"

Further support for a robust digital environment can be found in the goals of the District's Long Range Plan for Technology:

- Provide an environment for students, teachers, and the community that is conducive to the acquisition and development of 21st century literacy skills such as critical thinking, creativity and collaboration preparing learners for the globally networked society.
- Ensure district applications and hardware meet specifications for effective communication for students, staff, parents and community members.
- SBISD will maintain and update the technology infrastructure to meet the instructional and administrative needs of the district.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Services staff will provide home Internet access through existing district owned CLEAR accounts at no expense to the student and parents. Participating students will receive the modem (if needed) at the same time they receive the device.

Technology Services staff will join the device to the District Wi-Fi. The CLEAR modem will provide Internet access at home. Student devices will seamlessly connect in each environment after the initial setup is done. Technology Services staff will assign individual CLEAR accounts to a device. Upon check out, the librarian will set up the account for the student.

Educational Technology Staff will deliver training that includes how to set up the modem for access at home, digital citizenship, online safety and ethics. Educational Technology Staff will deliver the initial training face to face. Technology Services staff will provide support through 24/7 access to an online component.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus technician, a member of SBISD's Technology Services Department, will provide technical support for students' use of devices provided through the grant program. From providing the best possible curriculum and learning opportunities for students, to building and maintaining state-of-the-art-facilities and learning environments, SBISD strives to be the best. This determination to be 'the best' extends to the lasting connections SBISD staff makes with students, families, colleagues and the community. SBISD has always been a good school district...but the current focus is on being a great one. It is not just what teachers do in the classroom that impacts students...it is about the community SBISD staff creates together. Call it a mission, a calling, or a passion, what it boils down to is making a *positive change* in the world for students. With technology so prevalent in the work place and education in general, the support of Technology Services has never been so vital.

Technology Services completed a campaign to strengthen the ways they serve customers in the categories of Welcoming, Helping, Valuing and/or Hearing of which the most critical piece is Helping (customer service). Technology Services staff tracks the service and support they provide. They follow up by using a survey that is automatically generated when a ticket is closed. A team reviews the data on a monthly basis. The make adjustments to improve service. All trouble tickets submitted in SBISD's system include customer satisfaction surveys. The District's Technology Services Department will support the grant program students who are working at school and from home. Students will have access to the District Technical Help Desk. Students will contact 713.251.TECH for assistance after hours and/or over weekends. During the school day, students will have access to their campus technician and the campus librarian. Technology senior staff track all support issues through the District's KACE trouble ticket system, including damage, lost, stolen devices or parts of the device. Students will submit tickets through the campus librarian and/or the campus technician.

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Director of Educational Technology will purchase the Chromebooks requiring the vendor to etch them with a district phone number and an address to which others can be returned them if lost or stolen. Purchasing Department staff will receive them and have them delivered to the district staging area. Technology Services staff will inventory and record the Chromebooks as part of the grant program. They will join the devices to district Wi-Fi. Then they will deliver the Chromebooks to the campus librarians who will store them in a secure location for later distribution to grant program participants.

Simultaneously, Educational Technology staff will hold parent/student informational trainings (by invitation based on rosters and survey data of students in the flipped/blended learning classrooms). They will hold the trainings on the campuses to set expectations and explain the process for participation. Training will include the care of both the Chromebook and the modem, responsible use, digital citizenship, and the cost of the damaged devices to the student/parents should such case occur. Students and parents will receive the following three documents for review: (1) Technology Lending Program Student/Parent Equipment Use Agreement, (2) User Acknowledgement of Responsibility Agreement, and (3) the Parent/Guardian/Student Acknowledgments: Technology Acceptable Use Agreement. Ed Tech staff will hold a discussion over these documents and answer questions in both in both Spanish and English before requesting signatures. Parents and students will sign this document. The family will retain one copy for their records. After the students and parents sign the documents and before the librarian distributes the device(s), the student/parent must pay a non-refundable user's fee (for use of the Chromebook) of $25 to the District. The district will waive the fee for students on free (as opposed to reduced) lunch programs. In addition, the user will be responsible for a lost or damaged device and/or missing parts of the device such as the charger. It is the user's fee of $25, the etching of the devices with a district phone number and address, the training and the equipment use agreement that will mitigate the risk of losing the Chromebooks during the Lending Program. As part of the training, parents and students agree to provide a safe and secure environment for the equipment, to follow the procedures for reporting a theft of a computer, to follow the SBISD Acceptable Use Guidelines and to return the equipment on or before the end of the course for which the device was checked out.

The librarian will check out the devices to students using the internal SBISD library barcodes. The librarians will scan identification numbers into a database maintained by the asset management system. The campus technician will troubleshoot devices with students and provide hardware support when needed. The campus technician will also maintain through SBISD's internal trouble ticket system, repairs and replacements of the Chromebooks and/or modems. Based upon the formative evaluation data, Ed Tech staff will discuss with the teacher and campus librarian actions for dealing with non-use of the device by student(s). The formative evaluation data will also help monitor the working condition of the equipment. Ed Tech Staff will refer to work tickets reported by the librarian in KACE as well as reports from the campus technician.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff in the Technology Services Department will track technology lending equipment using the standard district procedure for tracking equipment. Technology Services staff will inventory them, and record them as purchased with technology lending program funds. They will then join the devices to the district's Wi-Fi. Technology Services's employees will deliver the Chromebooks to the campus librarians. The librarians will verify delivery and secure the devices for distribution to student participants. Meanwhile TLP teachers will conduct the needs assessment and create lists of students and whether or not they need a device, a modem or both. Educational Technology staff will conduct training for those students and their parents. They will ask them to sign a Technology Lending Equipment Use Agreement.

Librarians will collect the $25 user fee and electronically check out Chromebooks to students using Destiny, an asset manager, at which time students will assume responsibility for proper use and maintenance of the device while in their possession. The librarian will set up CLEAR accounts and check out the modems using the same method. The campus librarian will keep track of devices throughout the course of the grant program and thereafter. The campus technician will track the condition of the device each semester when students turn in their devices unless continuing with section B of the course. Regardless, all participating students will produce the Chromebook at the end of each semester for an inventory check. The district does not require insurance for devices including modems loaned to students. The user's fee of $25/year or course per student (supported by Board policy) will provide funds to service the Chromebooks. The Director of Technology will use any users' fees remaining at the end of the grant program to acquire additional Chromebooks to add to the technology lending program at NHS and WAIS.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participating students/parents will receive training over three forms before signing:
- Technology Lending Program Student/Parent Equipment Use Agreement—this agreement includes the Student Code of Conduct, Responsible Use and Care, the Cost List outlining the cost if damaged, stolen, or lost, and the Parent/Guardian Responsibilities and Permission.
- User Acknowledgement of Responsibility—this agreement includes User Acknowledgement of Responsibility and Theft of Computer Reporting Procedures.
- Parent/Guardian/Student Acknowledgments: Technology Acceptable Use—this document outlines student acceptable use of technology while at school and at home.

These documents currently exist. Staff uses them with the virtual high school technology lending program.

Classroom teachers and campus librarians instruct SBISD students on digital citizenship. The district subscribes to the Common Sense Media curriculum for teachers, parents, and the community. Teachers participate in training at the beginning of every year on how to use the Common Sense Media curriculum to address digital citizenship with their students. Teachers are strongly encouraged to create Common Sense Media accounts to continue the conversations with their students over concerning topics as needed. The Common Sense Media lessons are grade level specific. Teachers and librarians deliver them within the first 4-6 weeks of school. However, digital citizenship conversations occur often between teachers and students especially those in flipped/blended learning environments. Students demonstrate grade level mastery of digital citizenship every day in the classroom and/or library under the facilitation of their teacher or librarian.

Technology Services staff will manage filters on the at-home devices through the Chromebook Management Console where they can apply filters similar to those that are applied in the district filter software. Using the management console, Educational Technology and Technology Services staff can create user groups, pre-install and block apps, track assets, manage user access, configure network access, and customize user features so that students will use the devices solely for educational purposes.

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